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ABSTRACT

This report provides an update of statewide activities in Oregon elementary-secondary education, with a focus on cooperative programs. The first part of the article describes how the College of Education at the University of Oregon acts in partnership to meet the growing needs of children, their families, schools, and communities. Public education in Oregon faces the dual challenges of providing human development services and overcoming ongoing funding constraints. The following partnership programs operated in the College of Education by the Center for Human Development (CHD) are described: a longitudinal study of antisocial boys; prevention of antisocial behaviors; Systematic Screening of Behavior Disorders (SSBD) at the elementary level; Assessing Success, an intervention program for parents at risk of abusing their children; Building a Strong Environment (BASE); and Family Transitions Planning and Support Systems (Family TIPS). Other programs are highlighted. (LMI)

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Helping To Raise the Child

College Partnerships Respond to the Growing Needs of Children, Youth, Families, Schools, and Communities

BY JIM McCHESNEY

Director of Communications • College of Education

The idea of partnerships is not new. Families, towns, and communities have known for centuries that the many can be stronger than the one, that the strength of a team comes from the way its members work together.

"All for one, one for all," was the familiar cry of the Three Musketeers.

"A community is like a ship," wrote the Norwegian playwright Henrik Ibsen. "Everybody ought to be prepared to take the helm."

And in the education of children, the same principle applies.

"It takes a village to raise a child," says an old African proverb.

The College of Education at the University of Oregon has a long and well-established tradition as a leading educational institution through its research of critical social and educational issues, development of innovative practices, and preparation of professional practitioners and educators.

A major focus in the College's programs has long been to support the development and learning of infants, toddlers, children, and youth, with special emphasis on diverse learners, including those with disabilities and those at risk of experiencing educational failure. In fact, the newly defined mission of the College is "Making educational and social systems work for all."

College of Education, University of Oregon

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Over the last decade, many of the College's programs and projects increasingly have been conducted in close partnership and collaboration with local school districts, nonprofit service organizations, and human- and social-service agencies in the community and state. The aim of these partnerships has been to focus research and professional development efforts on challenges being faced by communities in Oregon and nationally to ensure success in the development and education of children and youth.

In this, the College of Education is taking its place as a member of the village that raises the child.

The Background

In 1991 the Oregon State Legislature passed House Bill 3565, Oregon's "Educational Act for the Twenty-First Century." With that passage by a majority of the ninety members of the House and Senate, the shape of education for hundreds of thousands of Oregon K-12 students was set on a new course.

At about the same time, Oregon voters passed Ballot Measure 5, limiting the ability of Oregon school districts to fund their programs through the use of property taxes. In that action, voters made the navigation of that new course substantially more challenging.

The act directing this new course asks public school educators to adopt a set of performance-based outcomes, with a focus on students' ability to demonstrate mastery of a wide range of subjects that "reflect complex, integrated, world class performance standards." Students who take the first step toward meeting those standards will receive a Certificate of Initial Mastery. Beyond this, students will be set on courses of study that will result in a Certificate of Advanced Mastery, opening the way to career tracks ranging from entry-level marketable skills to higher education.

The challenge of this new course, however, is not simply the shortage of funds or the new directions being asked of public schools; rather, it involves the changing nature of families and society as a milieu in which educators must work.

The Social Setting

The following data are indicative of the challenge:

- For every 100 teenage girls in Lane County high schools, on average eight will become pregnant. Thus, in a high school having 500 girls, 40 will become pregnant each year.
- Of the nearly 17,000 first births in Oregon in 1990, more than one-third involved women with two of the following risk factors: (1) less than 12 years of schooling, (2) unmarried, and (3) under the age of 20. Half of those women had all three risk factors associated with child and family vulnerability.
- The number of victims of child abuse in Oregon has increased by 38 percent since 1983, and is up 9 percent over 1991. Ten thousand additional children (siblings of victims) were part of families where child abuse occurred.
- In Oregon, the largest category of child abuse in 1992 was sexual abuse (27.7 percent). Child neglect (26.2 percent) and physical neglect (20.9 percent) came next.
- More than half (53 percent) of the sexual abuse victims in Oregon are children ages two to nine, not teenagers. Young people, 16 years or younger, were the offenders in nearly one-third of all recorded sexual abuse cases. Sixty percent of all sexual abuse occurred within the family.

• Our nation's poverty rate for young families with children more than doubled from 16 percent in 1973 to 33 percent in 1990.

• Counter to conventional beliefs, nearly half (43 percent) of the increase in the number of young families with children living in poverty since 1973 is the result of rising poverty rates among young white families.

Nearly three-quarters of the increase has occurred outside the nation's central cities, and poverty has grown most rapidly among young families with only one child.

• Two in every five children (40 percent) living in families headed by someone younger than 30 were poor in 1990.

• Incredibly, if child poverty trends continue for the next two decades as they have for the past twenty years, by 2010 more than half of all black children and half of all Hispanic children will live in poverty.

• In 1990 nearly two-thirds of all children in young families headed by high school dropouts, and one-third of children in young families headed by high school graduates, were poor.

• High school dropouts experienced a 46 percent negative change in median incomes from 1973 to 1990, high school graduates a 30 percent negative change, and those with a college degree a 3 percent gain.

The challenge is summed up even better by Dianne Ravitch in her book *Troubled Crusade*. In it she lists the following community expectations for schools: preserve democracy; eliminate poverty; lower the crime rate; enrich the common culture; reduce unemployment; ease assimilation of immigrants; overcome differences between ethnic groups; advance scientific and technological programs; increase international competitiveness; prevent traffic accidents; raise health standards; redefine moral character; and guide young people into useful professions.

Or, as one writer in the 1980s put it, "Schools are now asked to do what people used to ask God to do."

The College of Education

The mission of the University of Oregon's College of Education is stated in eight words: "Making educational and social systems work for all." In terms of expectations, the college may not reach for the realm of God, but it does aim high; it aims to prepare educators to meet the growing needs of children, youth and adults, families, schools, and communities.

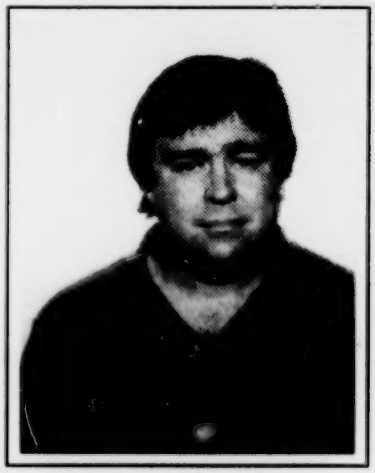
"Our expertise and resources," says Dean Marty Kaufman, "can help implement the educational changes under way through HB 3565, as well as meet the growing and changing needs of schools and communities, children and families."

This will not happen, however, just through the traditional avenues or by going it alone. Links must be forged, relationships developed, partnerships created.

This is where all parts of the village must work together to help raise the child.

The Partners

One of the key elements of these partnerships is the Center for Human Development, under the direction of Hill Walker, who also is associate dean of the College's Division of Special Education and Rehabilitation (DSER), one of the College of Education's two divisions.



Jim McChesney *is director of communications for the University of Oregon's College of Education.*

The Center for Human Development (CHD) conducts a broad array of research, development, and training activities that are supported through federal funds at a level of approximately $11 million annually. The center has more than forty major investigators who work in a variety of contexts, including schools and homes, as well as employment, residential, and community settings. Among its major components are a University Affiliated Program (UAP), funded since the1960s by the U.S. Administration on Developmental Disabilities, the Western Regional Resource Center, and numerous research and training projects.

The CHD was recognized in 1990 by the Oregon State System of Higher Education as one of four Centers of Excellence at the University, and over the years it has attracted broad recognition for the quality and impact of its contributions at local and international levels. The CHD provides an important demonstration site—in its home, the Clinical Services Building, as well as at community sites—

Individuals with disabilities are primary consumers of the programs and services and also participate as partners in their delivery and evaluation.

for individuals, families, professionals, agency personnel, and legislators to view state-of-the-art, innovative practices in actual operation. The CHD, its investigators, and programs collectively serve the full age range from infants and toddlers through adulthood and the full range of disability from mild to profound. The center also serves at-risk children and youth who do not have disabilities.

The primary disabilities served by the CHD include emotional-behavioral disorders, mental retardation, developmental delay, communication and language disorders, and physical impairments. The center is strongly invested as well in addressing the needs of persons who are at risk for a host of negative developmental outcomes, including antisocial behavior patterns and delinquency, neglect, abuse, low self-esteem, school failure and dropout, vocational adjustment problems, and adult psychological disorders.

Family members and guardians participate as partners, whenever possible, in the design, implementation, and evaluation of the center's innovative practices. Individuals with disabilities are primary consumers of the programs and services and also participate as partners in their delivery and evaluation. A majority of these programs and services are delivered to these target groups in outreach, community, and home settings.

The CHD is recognized as a valuable resource for the University, the Eugene metropolitan area, Lane County, and the state of Oregon. Its investigators and professional staff have been especially active in sharing their expertise with the community—through advocacy, consultation, testimony, outreach, and partnership activities.

Following are detailed descriptions of some of the partnership programs operated in the College of Education by CHD:

• Longitudinal Monitoring and Followup of Antisocial Boys

This study selected fifty very antisocial boys in grade 5 and a control group of at-risk boys to follow over a five-year period or longer, depending upon available funding. The Center is collaborating with the Oregon Social Learning Center's larger study of 200 boys and their families. The CHD study's focus is upon the boys' school adjustment and achievement. Results to date indicate major differences in school adjustment and achievement status favoring the at-risk, control boys; studies have also shown that the two groups are exposed to radically different parenting practices.

A series of manuscripts have been produced describing the results of this investigation. These manuscripts are available through the Center on Human Development and primarily involve descriptive and predictive outcomes and relationships among variables identified to date. Most significantly, a small number of variables recorded in the fifth grade on an eighty-student sample accurately predicts arrest status five years later. The center's studies also show that antisocial behavior patterns generalize from home to school, and these patterns remain stable across school years. As the students in the sample mature developmentally, plans are to continue tracking them and to conduct analyses to identify reliable, early risk factors that can be used to prevent the development of this behavior pattern.

• Prevention of Antisocial Behavior Patterns Among Kindergartners

This is a model demonstration project designed to develop a comprehensive intervention package for the prevention of antisocial behavior patterns among kindergartners. Young children who show the early signs of antisocial behavior are at severe risk for the later development of conduct disorder and delinquency. Early intervention in school and family environments is essential to divert at-risk children from this path that leads to very negative developmental outcomes.

This program, called First Steps, began in September 1992 and is four years in duration. Year one was devoted to planning and laying the foundation for carrying out the project among kindergarten schools, teachers, parents, and children. Project years two and three are devoted to implementing and evaluating the First Steps home and school intervention. A consultant-based intervention in school is designed to improve teacher-related and peer-related forms of adjustment. An optional parent-training component of the intervention, called Home Base, consists of six lessons that teach parents improved family-management techniques that

can improve child behavior at home and school. A control group design is used so that all identified children receive exposure to the intervention.

The final year of the project is devoted to packaging the components of the intervention into modules, replicating First Steps in other school districts, and broadly disseminating findings.

• Systematic Screening of Behavior Disorders (SSBD) in the Elementary Grade Range

Between 1984 and 1990, Hill Walker and Herb Severson, of the Oregon Research Institute, developed, validated, and field tested a multiple-gating screening procedure for the early identification of students in grades 1-6 who are at risk for developing either externalizing or internalizing behavior disorders. The Systematic Screening of Behavior Disorders (SSBD) procedure is a multiagent, multisetting, multimethod screening procedure that makes it possible to identify at-risk students early in their school careers and to intervene in school and/or home to prevent the development of serious behavior problems.

The SSBD procedure has been extensively researched and field-tested in the research and development process. The instrument has excellent and well-documented psychometric characteristics, and its component measures powerfully discriminate normal from at-risk students. The procedure was normed on over 4,500 students in grades 1-6 enrolled in twenty school districts located in ten states across the country.

The SSBD has been validated as an effective program practice by the U.S. Department of Education's Program Effectiveness Panel and is disseminated through the National Diffusion Network. The SSBD has been published by Sopris West, Inc., of Longmont, Colorado, and is available through them. Workshop training and consultative assistance in using the SSBD effectively can be arranged through the publisher.

• Accessing Success

Accessing Success is a collaborative project of the University of Oregon Center on Human Development, the Relief Nursery, Inc., and Children's Services Division of Lane County. The three collaborators currently provide intervention to parents at risk or convicted of abusing and/or neglecting their children. Approximately 70 percent of these parents have known substance-abuse difficulties, increasing the risk of maltreatment.

The intent of Accessing Success is to protect and enhance the lives of young children enrolled in the programs offered by these agencies by enabling parents to gain access to substance-abuse treatment. The four goals are (1) to improve and expand current support services; (2) to develop an assessment and referral system for parents in need of treatment; (3) to provide family-focused developmental interventions for children; and (4) to ensure the permanency of the Accessing Success project in the community.

The intervention programs operated by the three collaborators have been improved through the development of liaisons with Public Health, Adult and Family Services; Women, Infants, and Children (WIC); and Youth Services. Additional assistance has come from use of peer support staff, social sill-development activities, anger-management classes, support groups, and developmental childcare. Information about drug and alcohol use, self-efficacy, and

Accessing Success is a collaborative project that provides intervention to parents at risk or convicted of abusing and/or neglecting their children.

demographics has been, and continues to be, collected across programs, and four parents have been referred to substance-abuse-treatment programs. Training has occurred on the administration of parent/child and child measures, and assessments are under way. Public awareness has been achieved through networking with organizations in the community, and through publications disseminated by all three agencies.

• Building a Strong Environment (BASE)

BASE is a collaborative intervention program operated jointly by the local child protective agency—Children's Services Division (CSD)—and the University of Oregon Early Intervention Program. Ninety-one percent of the children enrolled in BASE are in foster care when they enter the program. Participation is mandated by court order.

The mission of BASE is to (1) improve the psychological, social, and emotional functioning of young children (birth to six years); (2) improve the relationship between birth parents and their children; and (3) reunite families whenever

possible. These goals, when accomplished, enable children to enter school ready to learn, as intended by the early-childhood goals of the Oregon Educational Act for the Twenty-First Century.

Program components are designed to fortify parents and children with skills that will enable them to function adequately once they leave the child-protective system. BASE provides informational, educational, support, and counseling services to parents, and developmental interventions to young children experiencing mild to moderate delays secondary to maltreatment.

BASE operates groups on Monday/Wednesday and Tuesday/Thursday of six families each; however, plans to reinstate an additional six families per session will coincide with an Early Periodic Screening, Diagnosis and Testing (EPSDT) funding base. Sessions last three hours and include assessment, intervention, and evaluation of individualized goals. The average duration of participation is nine months.

BASE has provided services to seventy-seven families. Attendance has far exceeded other tertiary intervention programs offered in the state of Oregon. BASE quickly and accurately identified families that eventually lost their parental rights, and the program was instrumental in reunifying 78 percent of the families that stayed at least six months. In addition to the reunification of families, BASE succeeded in significantly improving the developmental performances of children enrolled in the program for at least six months.

- **Family Transitions Planning and Support Systems (Family TIPS)**

Family TIPS was a three-year project (October 1, 1989 - September 30, 1992), designed to develop and field test a system for informal, family-to-family planning and support. The system focused on families of youth and young adults with developmental disabilities who were making the transition from school to adult life. Family TIPS used a network of families in four regions of the state to develop informal family action plans that were meant to supplement, not supplant, the formal planning processes of schools and adult services. The project developed materials, training procedures, and other support documents that explain the Family TIPS approach and discuss how the process has worked in its field tests.

BASE provides informational, educational, support, and counseling services to parents, and developmental interventions to young children experiencing mild to moderate delays secondary to maltreatment.

This project designed a family-to-family approach to helping families identify and utilize a variety of informal support strategies to improve transition outcomes. This project has implemented the Family TIPS process in two regions of Oregon and has revised and expanded the Family TIPS process in two additional regions of the state. Project information is being disseminated both statewide and on a national level

Other Partnerships

Several other partnerships are in operation between the College of Education and schools and other social-service agencies in the state.

- **Secondary Special Education and Transition Program**

The University of Oregon's Secondary Special Education and Transition Program is presently participating in three partnerships involving state and local schools and adult agencies in Oregon. These partnerships are (1) the Youth Transition Program (YTP), (2) the Community Transition Team Program, and (3) the Oregon Transition Systems Change Project. Each of these programs is concerned with improving the high school, transition, and postschool experience and outcomes for students and school leavers with disabilities.

All three partnerships involve collaborations among the University of Oregon, the Oregon Department of Education, the Oregon Vocational Rehabilitation Division, and service delivery programs, including schools located in local communities throughout Oregon.

The Youth Transition Program works at both state and local levels through the University of Oregon, the Oregon Department of Education, and the Oregon Vocational and Rehabilitation Division of the Department of Human Resources. Serving students with a variety of disabilities, YTP is working with half the high schools in the state to help improve employment outcomes for students with a wide range of disabilities.

This program includes assessment, job training, placement, and followup; it is done in partnership with a variety of other public and nonprofit organizations, including Adult and Family Services, Children's Services Division, Juvenile Service Systems, Kiwanis, Chambers of Commerce, and other service groups. In the last biennium, 450 students were served through this program.

The Community Transition Teams (CTT) work in 40 communities, covering every county in the state and working with more than 700 individuals to help improve the community adjustment of school leavers with disabilities.

Young adults with disabilities who leave school, either by graduating, "aging out," or dropping out, are frequently not prepared to function effectively as adults in their communities. Many of these young adults often experience difficulties in employment, adjustment, and finding appropriate living conditions. They also face inadequate financial resources, restricted opportunities for postsecondary education, limited opportunities for leisure activities, difficulties with transportation, and inadequate health care.

To help overcome these and other problems, the CTT works with the individuals, in partnership with the other agencies and organizations, so the difficulties described above can be improved.

The Oregon Transition Systems Change Project is a federally initiated program that involves partnership with the State Department of Education and the State Vocational Rehabilitation Division, as well as the College of Education. Its work includes field training, policy development, monitoring, and evaluation of outcomes.

- **Early Childhood Coordination Agency for Referrals, Evaluations, and Services (EC CARES)**

EC CARES of Lane County is a program in which the University of Oregon College of Education acts as a manager and subcontractor of the Department of Education for Early Intervention and Early Childhood Education programs in Lane County. The program establishes service links between the agencies and their constituent families and children, with the goal of helping preschool-age children who have special needs receive appropriate educational services.

Agencies under contract with EC CARES include

- the PACE Program, an early intervention program for children from birth to three
- the Community Options Program, providing home visitations and consultation for children in communities across Lane County
- the Early Education Program, serving children with special needs in eight classrooms in Lane County
- the Preschool for the Orthopedically Impaired, with one classroom serving eight children from three to school age
- Kids and Kin Head Start, serving approximately 500 children in Lane Count
- Educational Environments, Inc., a private community preschool serving approximately 120 children
- the Communication Disorders Program, providing speech and language services to fifteen to twenty children
- the Eugene Hearing and Speech Center, assisting twenty speech and language impaired children to be better able to function at home, school, or other environments
- the Child Center, which provides mental-health treatment and special education to severely emotionally disturbed children

EC CARES establishes service links between the agencies and their constituent families and children, with the goal of helping preschool-age children who have special needs receive appropriate educational services.

Funded by state and local money, EC CARES serves as a link and referral agency, placing children and families with needs in the best possible setting.

EC CARES also operates the Young Children's Center on the U of O campus. The center has two classrooms, one for toddler-age children and another for preschoolers. It serves children of university faculty, staff, and students, as well as children with special needs.

- **Project Departure**

Project Departure, a nongraded primary program supported by a $600,000 federal grant to the University of Oregon College of

It is through these partnerships that the College of Education can enable all elements of our community to find answers to the multitude of interrelated challenges we face as members of the village who raise the child.

Education from the U.S. Department of Education, works in partnership with four Lane County schools in three districts to support efforts to improve nongraded primaries. The schools involved in the partnership are Danebo Elementary (Bethel), Westmoreland Elementary (Eugene), and Page Elementary and Goshen Elementary (Springfield). The program is designed to enhance the capacity of teachers to address individual development differences in academics and behavior and be able to ensure that those children with disabilities are included.

To achieve this, work is done within school buildings as needed to strengthen their efficiency and effectiveness as a team; improve the ability to solve problems as a basis for student learning; and build systems for monitoring student progress as a basis for making adjustments in instruction.

- **School Restructuring**

The University of Oregon is in the third year of a partnership with eight schools in the districts of Portland, West Linn, Salem, Corvallis, Eugene, and Roseburg for the purpose of assisting with school restructuring. The College of Education provides a variety of services, including assistance with planning, identifying resources, best educational practices, data collection and analysis, and program design.

In the Village

Partnerships place the College of Education in the village, raising the child, working with others to do the same. In this sense, the College serves the entire village.

It also serves the village as these partnership experiences strengthen the skills and abilities educators must have to deal with the numerous challenges they face in their role as "members of the village."

"The partnerships allow us to experience that which is theory, research, and concepts," Kaufman points out. "Then they take us from there into the world of practice and experience."

"These partnerships," he explains, "offer us the opportunity to combine these two worlds of theory and practice in a way that enables us to better meet the real challenges of our society and do so in the manner we have decided will best serve the interests of children, youth, families, and our state."

It is through these partnerships that the University of Oregon College of Education can help children, families, and educators make the changes called for to meet the needs of the twenty-first century.

It is through these partnerships that the College of Education can find ways to overcome ongoing funding challenges.

And it is through these partnerships that the College of Education can enable all elements of our community to find answers to the multitude of interrelated challenges we face as members of the village who raise the child.